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ABSTRACT

This publication contains four papers presented at three 1-day conferences. "Career Education: An Overview" by Gary R. Bice discusses the aims of career education, points to consider in developing career education programs, and areas of emphasis for the primary grades (K-4), middle grades (5-8), and high school grades (9-12). "Facilities for Vocational Education" by Ellis Hanson discusses the dimension of change seen in career education today and the impact of these changes on planning buildings and facilities to house career education programs. "Facilities for Early Childhood Education: Beginnings of Career Education" by Lynne Raphael and Lenoir Rubin discusses the program components at the Shady Lane School, Pittsburgh, Pennsylvania. "Facilities for Early Childhood Education: Beginnings of Career Education" by Charles E. Trotter, Jr., is the text of a slide presentation illustrating several child care facilities. (SB)

An Overview of Building for Career Education Conference 1972

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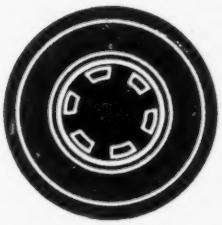

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An Overview of the "Building for Career Education" Conference

by

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The University of Tennessee, Knoxville

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TABLE OF CONTENTS

Foreword i

Part One 1
An Overview of Career Education
Dr. Garry R. Bice

Part Two 15
Facilities for Vocational Education
Dr. Ellis Hanson

Part Three 24
Facilities for Early Childhood Education--
Beginnings of Career Education
Misses Lynne Raphael and Lenoir Rubin

Part Four 36
Facilities for Early Childhood Education --
Beginnings of Career Education
Dr. Charles E. Trotter, Jr.

Part Five 59
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Foreword

Americans, from President Nixon on down are challenging our system of education to institute major reforms.

One answer to this challenge is career education. It is this concept which enables people to attain the necessary degree of self-realization and personal usefulness needed in our modern society.

It is an unique school indeed, if one even exists, which prepares all of its student body to make an intelligent choice on either entering the job market or continuing on the educational path. It has been claimed that almost 2.5 million students leave the formal education system in this country each year without adequate career preparation.

We must, in order to meet the needs of today's society, elicit more meaningful curriculums.

Career education has as its fundamental concept that all educational experiences should be geared to preparation for economic independence and an appreciation for the dignity of work.

The preparation of all for a successful life's work through the elimination of obstacles either real or imaginary to the attainment of employable skills, as well as increasing academic level of achievement at all levels of education is the main drive of career education.

The scope of career education includes those educational experiences

which an individual encounters from early childhood through his productive life. It is hoped that career education will eliminate that false cleavage between the academic and vocational worlds.

Realizing that the educators, school planners, architects and others had an intense interest and need in this area of concern, the School Planning Laboratory coordinated this series of three presentations in one day conferences at Knoxville, Jackson, and Murfreesboro, Tennessee. The following pages are the presentations given by the speakers of each of the conferences.

AN OVERVIEW OF CAREER EDUCATION

Dr. Garry R. Bice

Dr. Bice was Head Teacher Educator in agriculture at the University of Vermont as well as having been associated with the National Center for Vocational Technical Education at Ohio State University. He is currently Director, Tennessee Research Coordinating Unit at the University of Tennessee, Knoxville, Tennessee

CAREER EDUCATION: AN OVERVIEW

Garry R. Bice

"Years ago, philanthropist Andrew Carnegie liberally endowed a heroes' fund to honor average Americans who risk their lives to save others. Winners of the medals -- many of which have been awarded posthumously -- have swum into raging rapids, plunged into foreboding wells, flung themselves onto railroad tracks, and otherwise put their lives in jeopardy for fellow human beings."[1]

In American education we have also had our share of risk takers -- Horace Mann, John Dewey, B. F. Skinner, Jerome Bruner, to name a few -- as well as many other honest, dedicated professionals. One who could be considered one of the risk takers today in our current U. S. Commissioner of Education, Sidney P. Marland, Jr. A risk taker because he is one of the leading proponents of the educational concept of Career Education.

Since Sputnik, education has had a kind of "love-hate" relationship with the American people. In the past ten years, taxpayers have multiplied their investment in public schools. In 1963, the nation's education bill was $55.5 billion. According to U. S. Department of HEW projections, it will grow to $92.2 billion by 1980, an increase of 66 percent. Almost simultaneously, however, the education profession has been bombarded by accusations and complaints from growing segments of the public it

serves.[2] In the words of former Secretary of HEW, Robert H. Finch:

> All too often we are stuffing the heads of the young with products of earlier innovations rather than teaching them how to innovate. We treat their minds as storehouses to be filled rather than as instruments to be used.[3]

Teachers, administrators and others bestow praise almost exclusively for written accomplishments although our world encompasses such media as film making, video taping, audio recording, television, computers and the performing and manual arts. We consistently encourage our children to "go to college" in order to get a better job -- and recent statistics reveal that over 80% of all jobs do not require a college trained or educated person.

One of the possible answers or at least an alternative to what is going on today is Career Education, and that is why we are here today. More specifically, we are here to duscuss the implications of career education on facilities and facility planning.

A number of factors make career education an imperative for the seventies and, indeed, for the rest of the twentieth century.

For one, the United States has reached a trillion dollar economy. According to U. S. Bureau of Labor Statistics, eight out of ten jobs to be filled during the seventies will be open to workers without a college degree provided, of course, they have the requisite skills. By 1980 the nation will have close to 100.7 million Americans in the labor force. The fastest growing occupations will be in professional and technical

areas. Service jobs will increase by about 40 percent. Managers, officials and proprietors, as a group, will rise more than 20 percent; clerical workers, 33 percent; sales workers, almost 30 percent; craftsmen, 10 percent.

Young men and women between 16 and 34 years of age will account for about two-thirds of the net increases in the labor force. "With so much competition from young people who have higher levels of education, the boy or girl who does not get good preparation for work will find the going more difficult in the years ahead," according to a 1970 Labor Statistics Bureau report. Current estimates indicate that less than 5 percent of the total jobs in America by 1975 will be available to unskilled help.

Youth unemployment statistics also speak to this "crisis of vocation." In 1969, according to the U. S. Bureau of Labor Statistics, overall unemployment for the nation was 3.5 percent, but for 16- to 19-year-olds, the figure was 12.2 percent. Among black teenagers alone, 24 percent were unemployed.

At present, preparing students for work rates only peripheral attention in school curricula. As used here, "work" means readiness for existing and anticipated jobs, based on state and national manpower projections. It also includes training young people to make career decisions, to define new roles for themselves in the economy and social

order, and to redesign existing institutions and develop new ones.

WHAT IS CAREER EDUCATION?

Career Education is a comprehensive program which is focused on the factors essential to the career development of the individual. Its aims are: (1) to help the individual become aware of himself and his potentials; (2) to foster the development of a self concept which will allow him to take necessary risks to realize that potential to its fullest; (3) to assist the student in acquiring attitudes and skills necessary for living in a rapidly changing technological society; (4) to expose him to a wide range of occupational information and experiences throughout the school years; (5) to help him become aware of the options open to him in choosing a career or careers which will permit him to live his life as a fulfilled human being; and (6) to assist him in preparing for the career of his choice or going on to further education or re-training.

An educational program with these aims must begin as soon as the child enters school or even before. In the words of Sidney P. Marland, Jr., U. S. Commissioner of Education, "All education is Career Education, . . ."[4] but we must direct it in such a way that it will have real meaning for pupils as they prepare for living in the world of the future. It thus becomes of paramount importance that those who are responsible for the education of children and young people

become aware of the factors which have implications for career development and begin to re-direct their efforts toward an effective career education program at all levels of education.

Career education must provide the opportunity for students to understand the role of work in our society, the range of career opportunities open to them in the world of work, and changes which, in our rapidly changing society, may occur in the areas of careers. Career development, like all education, must respect the personal rights of each individual, and yet it must be designed to provide students with learning experiences which will enable them to form a positive personal response to the challenge of establishing a career for themselves in the world. Finally, it is intrinsic to the basic values of a democratic society, that all individuals have a basic sense of respect for the dignity of the work which they perform.

Statement of Purpose

A Career Education program is based on the assumption that a curriculum designed and implemented beginning with kindergarten and continuing through grade twelve, while the students are in the mainstream of education, can help them achieve the following goals:

1. A positive self-image.
2. Acceptance of responsibilities for one's behavior.
3. Ability to make decisions by using techniques of problem solving.

4. Ability to get along with people.

5. Possession of knowledge about and understanding of the ever changing world of work, along with skills and know-how to get and hold a job.

Major Points to Consider

Our school system must provide an adequate program of education to meet the needs of all students until they are prepared to enter gainful employment as contributing members of society. In order to do this the following major areas should be considered.

1. Career Awareness

The curriculum must be designed to assure quality of technique, equipment, and instruction to reinforce public appreciation for occupational education programs through diversity of opportunities and the essential dignity of every career aspiration which relates that there is no aristocracy of occupations and that all things that are honorable and have to be done are worthy of being undertaken. . . In order to accomplish this, we must:

A. Provide experiences which will enable students to gain full awareness and appreciation of the occupational opportunities growing out of the particular subject and the nature of the roles played by workers in their occupations.

B. Contribute to the students' testing of reality by showing

the relationships between the requirements of these occupations and the education or training needed to meet them.

C. Develop attitudes of respect for an appreciation of the social usefulness of all types of work to which the subject may lead.

2. Career Exploration

Studies relating to the goals which are closely tied to the world of work exploring the spectrum of opportunities to acquire important skills and knowledge is a must in our curriculum . . . . This can be accomplished by:

A. Exploring occupations and relating school work to those occupations.

B. Exposing the student to a multitude of occupations.

C. Pointing up jobs that are suited to the interest, values, and abilities of the student.

D. Providing studies of job families for the student.

E. Designing the curriculum to relate job opportunities to subject areas.

3. Career Orientation

In the world of work each new idea may produce dozens of new skills which someone must learn. These skills generate other ideas from which will spring newer skills. As this multiplier effect continues,

thousands of job categories are added. There is still need for laborers, handymen, maids, general office help, and semi-skilled workers. But demand for such workers is declining while the rising demand for highly skilled technicians and semi-professional specialists begins to sound like an ultimatum, so that more and better occupational education must be offered and the proper role of preparation for the world of work in the educational process must be recognized and understood . . . . To assist with career orientation:

A. Provisions must be made for the student to explore the world of work in more depth and to begin preparation for development of knowledge and skills in more specific job families.

B. The curriculum must include orientation of all occupational awareness.

C. Skills, knowledge, and attitudes needed for a chosen occupational field must be developed.

D. Students must have aid in seeking employment opportunities in the occupational area in which they have been trained.

Areas of Emphasis

1. Primary Grades (k-4)

The child in the primary grades will have experiences studying his family, his class, and the school. This will help him understand himself, relate to others, and develop appropriate attitudes toward the

world of work and toward himself. Activities will stress:

A. Appreciation for all kinds of work through contact with workers by means of field trips, resource persons, etc.

B. Decision-making by giving the student an opportunity to make own choice.

C. Self-development by giving the student an opportunity to develop willingness to try. (Career Corners)

D. Positive self-image by presenting the student a wide range of activities and developing a willingness to try several things and take responsibility. (Exploratory Labs)

E. Developing pride in work by following directions and the rules of the game which will lead to success for a job well done.

2. Middle School (5-8)

These students are ready to see the occupational world as more complicated than the concept of a world of work made of community helpers. They need to be exposed to a multitude of occupations. They will explore those jobs that are suited to their interests, values, and abilities through:

A. Exploratory laboratories which will give experiences

related to life.

B. Development of self-expression through interest in job families.

C. Presenting opportunities which allow for students to make decisions and take responsibility for their own behavior.

D. Activities designed to create the ability to get along with other people.

E. Relating job opportunities to subject areas.

3. Secondary Schools (9-12)

The high school phase will be an extension of the objectives sought at the primary and middle school levels. Provisions will be made for the student to explore the world of work in more depth and to begin preparation for development of knowledge and skills in more specific job families by:

A. Developing instructional materials relating to career and skill development.

B. Developing an orientation program to give the student a wide-range of experiences and information in relation to their interest, values, abilities.

C. Providing summer job experiences.

D. Creating a cooperative and job placement program which will provide on-job training in areas of interest.

E. Establishing a follow-up procedure to aid and assist students in additional training possibilities and job opportunities.

SUMMARY

In summary, it is important that we differentiate the meanings of career education and vocational-technical education. Career education:

is not	synonomous with vocational-technical education The world of work is a major vehicle for learning in career education,
is not	meant to supplant public school educational programs,
is not	a new program to be added to present programs,
does	involve all students and all educators,
does	emphasize individualized instruction,
extends	from kindergarten thru adulthood,
includes	specific preparation for occupations.

Career education is not a new program. It is more accurately a restructuring or reorganizing of our current programs and curricula to reflect the needs of people. It is not an added on program or a new course. It is not an extension of vocational-technical education programs to the primary and middle school levels.

It is however, a total program K-adulthood, involving the traditional

academic program (the 3 R's), intensive guidance and counseling with skill development (Vocational Technical Education) as a key component.

FOOTNOTES

[1]Roman C. Pucinski and Sharlene Hirsch, Eds., The Courage to Change: New Directions for Career Education (Englewood Cliffs: Prentice-Hall, Inc., 1971), p. 3.

[2]Ibid., p. 4.

[3]Robert H. Finch, "That Question of Relevancy," The School and the Democratic Environment, The Danforth Foundation and The Ford Foundation (New York: Columbia University Press, 1970), p. 21.

[4]"Career Education Now", An Address by Sidney P. Marland, Jr., U. S. Commissioner of Education, at the 1971 Convention of the National Association of Secondary School Principals, Houston, Texas, January 23, 1971.

FACILITIES FOR VOCATIONAL EDUCATION

Dr. Ellis Hanson

Dr. Hanson serves as Manager, Systems Division, and as an Educational and Medical Education Consultant with Ellerbe Associates, St. Paul, Minnesota.

Dr. Hanson earned a bachelor's degree from the University of Northern Iowa, his master's degree from the University of Northern Colorado and a doctorate in educational administration from Iowa State University.

He has served as a classroom teacher, high school principal, superintendent of school and college administrator for twenty years. Prior to joining the Systems Division of Ellerbe Architects, he served as Assistant Superintendent for Instruction of the Des Moines Area Community College.

FACILITIES FOR VOCATIONAL EDUCATION

Dr. Ellis Hanson

In March, 1970, President Nixon challenged the leaders of the nations's schools to institute massive reform. He said:

> By demanding education reform now, we can gain the understanding we need to help every student reach new levels of achievement: only by challenging conventional wisdom can we as a nation gain the wisdom we need to educate our young in the decade of the seventies.

In your conference today you are exploring three elements of the system experiencing dramatic change -- early childhood or pre-school education, adult and continuing education, and career education. In the morning sessions we have explored new horizons in the first two. Now I'd like to discuss with you Career Education. In this discussion I will attempt to focus on two major points: First, the dimension of change we see in career education today; and second, the impact of these changes on planning buildings and facilities to house career education programs.

Changing Concepts

Vocational-technical education developed, in large measure, within the urban schools of the nation. It was a response of academicians to sort out from the system individuals considered unsuited for the rigors of the usual academic programs.

A number of sociological, psychological and organizational

factors influenced the developing pattern of career education from 1900 to the mid-sixties. I will mention only five.

1. In family rearing, parents assumed if their children were to achieve social and occupational success, they had to secure at least a baccalaureate degree.
2. Vocational-technical education for the less competent.
3. Business and industry from the mid-forties demanded baccalaureate degrees for job entry.
4. Vocational-technical programs were geared to specific job entry and considered terminal. The locker-structure of curricular programming provided limited mobility -- horizontally or vertically.
5. Federal categorical aid programs tended to segment vocational technical education from the main stream to the regular school programs. Tracks such as vocational, general, and college preparatory emerged.

Emerging Concepts

The emerging concept of career education is best characterized by a statement recently made by Sidney Marland, U.S. Commissioner of Education:

> Educators must be bent on preparing students to become properly and usefully employed immediately upon graduation from high school or to go on to further formal

education. The student should be equipped occupationally, academically, and emotionally to spin off from the system at whatever point he chooses--whether at age 16 as a craftsman apprentice, or at age 30 as a surgeon, or age 60 as a newly trained practical nurse.

Factors influencing this dramatic change are numerous and complex. Several of the more profound are:

1. More accurate assessments are being made of the actual U.S. work force requirements. Only 7-8% of our total population are engaged in the professions yet 40-50% of our high school graduates have been entering college for professional preparation.
2. Young people are expressing less concern for money and status and more concern for career options which are personally and socially gratifying.
3. Income levels in most professions have escalated far less than many career areas.
4. A national realization that the educational system has produced an oversupply in many professions and an acute shortage in the skilled technician levels required to support the professionals.
5. An overall philosophical change in American education -- largely in response to concerns for relevancy and individuality.
6. We are experiencing major changes in attitudes of career

educators themselves. We see much greater evidence of integration with the mainstream of education.

7. Lastly, community planning beyond the needs of local communities has encouraged change.

Emerging Organizational Patterns

The emerging organizational pattern is characterized by three overriding objectives--the desire to create career awareness, opportunities for career exploration, and at the secondary level opportunities for specialized training.

Within the elementary school career awareness is integrated into regular instructional programs, in the language arts, social services, mathematics, and science and related areas.

In the early years of junior high school explorations in at least three major clusters should occur with opportunities to begin some specialization available in grade nine. This would permit an individual to enter the work world at the end of grade nine with entry level skills if he chooses.

The secondary program is structured with three basic options: career education programs intended to develop specialized skills for job entry at the end of grade twelve, pre-technical training leading to career

programs at the post-secondary level, or the college-prep program. One unique feature, however, assumes all students will be educationally involved in all three areas to varying degrees.

Beyond grade 12 the diagram illustrates options of college and university education, technical education, or continuing adult education.

Within the K-14 system new curriculum formats suggest organizing awareness, exploring, and training opportunities into the 15 clusters appearing on the following diagram.

Implications for Building

This would appear to have been a long discourse on the evolution and status of career education. However, this understanding is imperative to comprehend the impact it has on facility planning and construction. I would like to discuss now implications for building in only four areas.

1. The need for pre-planning.

   Before an architectural team can undertake their tasks, it is imperative the educational team prepare an explicit viable educational program. If this to be viable it requires a district to conduct in-depth skill-needs surveys to establish the training needs and employment opportunities of the area, extensive advisory committee involvement to define the specific skills and competencies required

and aid in identifying desirable training equipment. In addition coordination with regional, state and national agencies is imperative. The attached model presents this phase as the Problem Definition Stage.

2. Facilities must possess infinite flexibility.

   I would like to relate to three specific types of flexibility.

   - Flexibility to accommodate continuous changes in career offerings. If a school is to be sensitive to changing community needs, we must be prepared to initiate and discontinue programs readily. This suggests extensive internal and external modification capabilities.
   - Flexibility to accommodate continuous changes in educational methodology. This suggests continuous changes in organizational structure, staffing patterns, and teaching techniques.
   - Continuous changes in equipment. This mandates developing detailed environmental criteria for all spaces to accommodate continuous changes in equipment.

3. Reasonable costs must be achieved.

   Vocational-technical schools, because of mechanical requirements will frequently cost from $6 - $10 per square foot more than conventional educational facilities.

Consideration should be given the following to achieve cost reductions:

- Use of modular systems
- Reducing building cubage
- Use of more economical exterior finishes
- Use of more economical interior finishes
- Use technique of added alternate in bidding process
- Reduction in net unassignable space
- Open-concept planning
- Planning for extended time usage (% of utilization up)
- Eliminate individual staff prerogatives (offices - storage)
- Open minded to new concepts in building industry (pre-purchasing-fast tracking - construction management).
- Eliminate bureaucracy in early planning stages
- Reassess codes to accommodate new concepts

4. The total environment should lend itself to a warm humanistic experience - it should be one that physically integrates career education with all other facets of the school's program - one which enhances the status and image of career education.

In summary, I would identify ten major requirements for career

education facilities and selected architectural-planning implications for each.

Planning Career Facilities

Requirement	Implications
1. Infinite flexibility	systems mobility and compatibility
2. Economical construction costs	modular systems approach
3. Easy maintenance	care in selection of materials and finishes
4. Service requirements	electrical and mechanical requirements based upon definitive criteria
5. Year-round usage	climate control
6. Extensive storage	planned materials management systems
7. Extensive storage	planned materials management systems
8. Extensive fixed-movable equipment	security systems
9. Multi-media capabilities	media distribution systems
10. Less "hand-on" areas	spaces to accommodate simulation

FACILITIES FOR EARLY CHILDHOOD EDUCATION --

BEGINNINGS OF CAREER EDUCATION

Misses Lynne Raphael and Lenoir Rubin

Miss Raphael is a graduate of The Froebel Institute, College of Education, University of London and has taught in both the United States and England. She is presently the Director, Elementary School, Shady Lane School, Pittsburg, Pennsylvania.

Miss Rubin was educated at the Universities of Kentucky and Pittsburgh. She received her B.S. in Elementary Education from the University of Pittsburgh and is currently enrolled at the same institution in the Child Development Program. Her experiences include service as a group leader for the Parent School of Pittsburg, Supervisor of College Students in practicums at Shady Lane, parental work shop leader at Shady Lane, and she has served as a consultant for the University of Tennessee.

FACILITIES FOR EARLY CHILDHOOD EDUCATION

Misses Lynne Raphael and Lenoir Rubin

Program

At Shady Lane components of the program are viewed and used in a different way than is seen in the traditional classroom.

The school day is not divided into arbitrary time segments, each designed for a different activity. Rather, the children are free to pursue their interests without artificial interruption.

The environment is arranged such that children are able to move freely from one activity area to another according to their individual needs and interests. Within each room there are space arrangements which allow children to belong; to be together in a large or small group; elevated space to climb to look down from; and relatively hidden, secluded spaces. Through the use of field trips, the classroom space extends into the community.

The school environment is rich and varied. The materials are arranged and made available in a way which elicits interest and evokes activity.

Materials are organized in interest areas to which the children are free to go according to their interests and needs. Under the teacher's guidance the materials function as open-ended stimuli for learning, which

allow or encourage the children to intitiate self-directed activities. The materials provided are such that there are numerous possibilities for their use and the children can use them in an autonomous manner. Areas of interest might be desribed as:

> Language arts and social studies: puppets, reference and fiction at a variety of levels, books, paper, writing equipment - a typewriter and ditto machine, dramatic play equipment, tape recording equipment.
>
> Science: books, microscopes, living things, objects from nature.
>
> Math: Blocks, cubes, scales, balances, coins, measuring equipment, cards.
>
> Music: instruments, records.
>
> Art: various textures and media, drawing materials, glues, clay, wax, yarns, printing materials tools, wood cardboard, and various scrap materials.
>
> Physical development: climbing equipment; riding, rolling equipment, swings.
>
> Animals: mice, fish, turtles, frogs, insects, hamsters, guinea pigs.

At Shady Lane there is a possibility for these areas to overlap and merge -- one initiating interest and applications for another.

The teachers at Shady Lane share experiences with the child. Beginning where the child is, the teacher responds in a way which encourages the child to become self-directed, and involved in his environment. The teacher in this setting is an acute observer, a supportive guide and a questionner. Support is given in such a way

as to foster the creativeness and particular self-direction which is appropriate within that child.

The child is free to be and to become himself. He is given freedom within a stimulating environment to explore and develop his interests. He is free to acquire skills as he becomes ready for them and as they become relevant to his activities, his interests, and his needs. He is expected to become responsible for his own learning, with appropriate support and assistance available to him. Through self-initiated accomplishments, the child gains confidence in himself. He experiences the self-fulfillment of "doing". "I did it", "I like it", become more important than a teacher's approval.

A basic premise of the school is that each child is very unique and has value and worth just by being himself. A positive sense of self is a pre-requisite for learning; learning comes naturally, easily, and is exciting for children who are comfortable with themselves.

Innovative Aspects

As the Shady Lane School grew, it became evident that in order to meet the needs of children more completely, innovative services were required.

The assistance of Rex Speers, M.D., a child analyst, was enlisted. The consultation of Dr. Speers is for the purpose of assisting the staff in their understanding of normal development. He visits the school once a week, observes specific children who seem to be having difficulty making maximum use of the environment, and then shares his insights with the staff.

A new program, closely allied with the service of Dr. Speers is that of the Play Specialist. The specialist under the supervision of Dr. Speers sees specific children individually for play interviews observes individual children within the classroom, and assists the teacher in clarifying the child's needs and in programming for the children.

The children focused upon are those who:

have experienced a recent trauma such as an accident or injury, the birth of a new sibling, a death, a separation, a developmental crisis.

have had long-term difficulties.

are exhibiting few difficulties, but who teachers want to understand more fully.

During the play session the child meets with the Play Specialist in a room equipped with toys and materials which evoke various expressions of self. The Play Specialist is alert to the fantasies and feelings being expressed and helps children reach better resolutions

of their conflicts.

Another innovative aspect of Shady Lane is the focus on the whole family through the parent program. The parent program provides an opportunity for parents to meet together and share common interests and concerns under the guidance of an individual specialized in this area. The program offers opportunities for parents to compare experiences in parenting, become exposed to insights of others, experiment with materials used by their own children, and learn to develop further insights of their own.

A parent library has been established, which was organized and is operated by parents. It is hoped that the use of the parent library will be expanded into monthly book discussions.

The Play Specialist and teachers confer with parents, visit homes, and become acquainted with other members of the family.

The Shady Lane staff encourages parents to take part in parents school which is sponsored by Calvary Episcopal Church, Pittsburgh Pastoral Institute and Shady Lane. Some of the staff are leaders of Parent School groups.

Shady Lane employs specialized teachers (special teachers who are specialized) who, on a part-time basis, share and direct specific experiences in the areas of art, wood working, gymnastics, music, and movement. These experiences have value both for the children and the staff.

The staff can develop more skills by observing and working with these specialists. The children have the opportunity to not only relate to other adults, but to be acquainted with someone who is very adept in a specific skill, and to explore and develop these areas within themselves.

Shady Lane is located in an urban area and therefore strives to be relevant to an urban population. It is felt that children within homogenous school communities are deprived of an important aspect of social growth and understanding. The school therefore has been committed to provide within its financial limitations, a socially, racially, religiously and economically diversified school community. This necessitates a substantial scholarship program. Between 35 and 40 per cent of the students have always received financial help.

Community Activities

One of the founding principles of Shady Lane was to provide a stimulus for community concern for the development of young children. Through a variety of activities, Shady Lane is working toward this goal. The school is an active training center. Over a period of four and a half years, Shady Lane has had numerous individuals learning within its program. The following is a partial list:

A. Under the supervision of Shady Lane staff, intensive training has been received by:

University of Pittsburgh Child Development Graduate Students

University of Pittsburgh Child Development Undergraduate Students

University of Pittsburgh Child Care Certificate Students

University of Pittsburgh Speech Students

University of Pittsburgh Nursing Students

B. Less intensive training, involving observation and discussion, has been received by:

Students from:
- Chatham College
- Pittsburgh Theological Seminary
- Carlow College, Pediatric Nursing Dept.

Visitors:
- Parents
- Ministers
- Pastoral Counselors
- Nurses
- Teachers
- Nursery School Staffs
- Day Care Staffs
- Administrators and Teachers from Head Start
- Supervisors of Park Programs
- Architects

During the year 1970-71 over 200 individiuals and groups visited the school.

Assumptions and Goals

Following is a listing of the Assumptions and Goals of the Shady Lane School.

In relation to working with children we assume:

That the cognitive, emotional, social, and physical facets of development within the children are simultaneously occuring and are inter-related and inter-dependent.

The development of the whole child is of primary importance.

That academic development can be influenced by other developmental factors and vice-versa.

That children have many needs and all are appropriate in a school setting.

In relation to working with children, our goals are:

To help each child develop as a whole so he will be able to meet his own needs better in life and cope with his present growth tasks and those of adolescence and adulthood.

To provide opportunities for growth in all areas of development.

To provide for children, adults who are capable of supporting them in their development.

In relation to Knowledge we assume:

That knowledge is important but how to acquire and use it is more important.

Play is important and is the child's most natural mode of learning.

That first-hand experience has more effect on and meaning to children than experience transmitted from a second-hand source.

That there are many different ways of learning things.

That children can enjoy learning if the program is relevant and meaningful to them.

In relation to Knowledge our goals are:

To help children ask questions and develop their own strategies for learning.

To provide opportunities where learning from first-hand experience is available.

To give children the opportunity to have fun, learning and exploring.

In relation to Social-Emotional Growth, we assume:

That it is important for a child to like himself.

That what children say, think, and feel is important, valid and needs to be encouraged and respected.

That children need to learn to express themselves and to listen to others.

That children need supportive adults available to them.

That children are people who have rights and need to be treated with sincerity and honesty by adults and in turn will learn to treat others in this manner.

In relation to Social-Emotional Growth our goals are:

To develop in children the capacity to listen as well as the security of knowing they will be heard.

To help children talk and play things out without embarrassment or fear or punishment.

To enable children to develop respect for themselves and for the feelings, wishes, and differences in others.

To help each child realize and accept that other children are at different levels in their development.

To help children learn to let each other know how they feel and to express their feelings in a safe way.

To help children be with others in a meaningful way and to help them to be comfortable alone.

In relation to individuality , we assume that:

Each child is very different and therefore brings something unique to the school situation.

That education starts with the child as an individual.

That children need to develop and learn at their own pace.

That each child has his own unique potential for creativity and can be helped to discover and develop this.

In relation to individuality, our goals are:

To enable each child to express his own individuality stressing that it is good to be yourself.

To provide as many modes of expression as possible so that each child can discover and use those modes that are most suitable to him.

In relation to Autonomy, we assume:

That children can become more responsible than is generally assumed.

That the development of initiative and autonomy in children is desirable.

That part of becoming an autonomous and responsible person is having experiences in making decisions where real choices are available. There can also be value in making poor judgements.

That self-directed activity often leads to deeper interests.

That each individual has obligations as well as rights; that responsibility and freedom are inseparable.

In relation to autonomy, our goals are:

To give children as much autonomy as they can handle.

To enable a child to develop the inner strength or directedness which gives him the ability to decide and act on what he wants, what he likes, what he is interested in and what he wants to learn.

In relation to school environment, we assume:

That the best preparation for the future is to allow children to live fully as children in the present.

That children need to feel a sense of belonging in their school environment.

That school needs to acknowledge and examine the values and attitudes that it transmits.

That education extends beyond the classroom.

In relation to school environment, our goals are:

To provide an atomosphere where children can grow, learn to be themselves.

To create an environment which will foster self-motivation and involvement so children are free to ask questions and to be inquisitive.

to provide an environment with rich and diverse experiences both within and outside of the school.

In relation to the Relevance of Education to present society, we assume:

That children, as they grow up need to be adaptable and flexible.

That children need to have confidence in their own decisions, despite other pressures.

That there is a need throughout life to be capable of learning the new skills called for in a changing society.

In relation to the Relevance of Education to present society, our goals are:

To help children handle their emotional responses to life situations, without needing to become dessensitized so that they can develop into sensitive responsive adults.

To create an atmosphere which encourages a growing awareness of social issues and, where the children can consider seriously the need for their own involvement in the issues of society such as political economic, artistic, emotional, scientific, or etc.

FACILITIES FOR EARLY CHILDHOOD EDUCATION

BEGINNINGS OF CAREER EDUCATION

(A Slide Presentation)

Dr. Charles E. Trotter, Jr.

Dr. Trotter was formerly connected with the U. S. Office of Education as Chief of Design Section 1967-68; Chief, Community Program Branch; and Chief, Community Program Branch. He is presently Director, School Planning Laboratory, The University of Tennessee, Knoxville, Tennessee.

FACILITIES FOR EARLY CHILDHOOD EDUCATION

BEGINNINGS OF CAREER EDUCATION

Dr. Charles E. Trotter, Jr.

Early Childhood education may be the first formal education experience for most children, their first learning experience away from home. It is, therefore, a transitional period for the child, making it important that this period of development be made as smoothly as possible. The program should be an integral part of the total educational enterprise, accepted and integrated as an important and necessary experience. A relaxed, self-selected and self-directed setting should be provided, with permissive activities around centers of interesting, giving a wholesome climate for living and learning experiences.

Parents who used to worry about whether their child would be accepted at an Ivy League college now start their worrying and preparation for higher education when the child is scarcely out of diapers. And this concern is reflected in the growing number of Early Childhood Educational centers.

The decision to enter the 3 or 4-year old in school is only the parents' first step; next he must choose among the different philosophies of early childhood education.

All schools use such phrases as "encouraging the growth of

independence and self-reliance" and "treating each child as an individual" but behind the rhetoric there are marked differences in philosophy. Early Childhood Education Centers run the gamut from those whose program is essentially supervised play to those with a formal educational program.

The dedicated objectives of most Early Childhood Education centers are:

1. To provide a high quality program devoted to the development of social relationships, creative abilities and learning experiences of children between the ages of three and six, and
2. To provide a system of extended day care for the young children of working mothers in a meaningful, stimulating environment.

The learning and living experiences of the children should take place within and around a building designed to provide facilities for a program of learning and play. Inside the building, and on the playground outside, care must be taken to provide for the comfort, safety, and health of every child.

To be of vital assistance during this transitional period, the physical location of the learning facilities is important. This means the early childhood complex should be identified by the young child as "mine." The use of early childhood facility will also be accentuated when it is conveniently located to promote family involvement. Ideally, it should be within easy walking distance from the child's home.

Even where the facility is within easy walking distance, provision must be made for safe delivery of the children.

A relaxed homelike situation, should be available. It should encourage the children to live, work and play together with materials and equipment. The design of facilities for the very young should place emphasis on use by primary occupants, permitting every object to be child-oriented and child-sized.

The child's living-learning experience is more meaningful when his environment responds to his needs. Environmental qualities must provide an appropriate setting to guide the behavior and response of the child. The influence of space, color, texture and light on attitudes is extremely important and must be considered in planning for early childhood education. Boxed space that is sterile is not adequate for the purpose of a stimulating environment.

If the space is to motivate and inspire children it must be designed for children. This means space must be attractive, functional and well-organized to stimulate and motivate the learning activity, encourage children to move from one interest to another, suggest maximum participation in group activities and encourage self-directed and self-selected experiences.

Furniture and equipment, should be designed and organized to adapt to changes in the daily routine. This characteristic of the learning

environment should be permissive allowing activities to expand, shrink, dissappear or even move outdoors. Furniture, should be portable or moveable permitting immediate and spontaneous changes in the learning situation. It should allow frequent re-grouping of children into small clusters, larger groups, total groups or even individual places for contemplation, solitude and quiet activities.

Self-selected and self-directed activities require independent work requiring an environment where each child is able to reach the object of his choice and spontaneously commence his activity. This means the principle resources to learning must be accessible. These objects and materials must be displayed in an uncluttered manner, inviting use, sparking interest, challenging the curious yet never frustrating by being overly sophisticated.

Finally the learning space must be versatile and varied. Attitudes and enthusiasm may be guided and channeled through variation in scale, volume, and texture. The young child is quick to recognize and respond to these variations. For example, he should feel free to stomp his feet on a floor that responds. Hard and soft surfaces, therefore, are necessary, so that unwanted noisy sounds may be dissipated at the point of origin.

There should be electrical outlets for cooking experiences, audiovisual equipment and the like. The housekeeping concept provides

the ideal atmosphere for make-believe or dramatic play. Child-sized house-hold furniture, kitchen equipment, dishes, pots and pans, dolls and buggies should be the rule. The area should have a library with books for the teacher to read and for children to handle and use.

Music is a natural and spontaneous activity of small children. A piano, record player, rhythm instruments, music books, record collection, and xylophone are all important tools that are needed.

The out-of-doors should be an integral part of the total learning laboratory. Children learn many things about nature and life because it is fun, inviting and rewarding. A site that has preserved the natural beauty provides a superb setting for learning. Good use of the natural terrain enhances living and learning activities.

The interrelationship of the outdoor for individual and group activities with indoor space must be planned. This arrangement of space should permit simultaneous indoor-outdoor use where teachers can supervise groups of children in both areas. The organization of the space should not isolate active play but should form a continuous series of experiences and activities. Outdoor equipment must be durable, safe, and of quality construction. It should foster imagination and creative expression.

The total concept of the site then should be one that makes the best use of its natural setting, yet is located away from noise-producing

unsafe, and unhealthful environment.

The planner should be interested in creating a space that will stimulate the child's imagination with simple, free-flowing lines, natural materials, and an absence of ostentation. The space must talk to children. It must be challenging and enchanting, and simultaneously provide freedom of movement for the restless, active child and permit the solitary child to work uninterrupted.

I would now like to describe several centers that illustrate the variety of early childhood centers that are in existance.

Aldersgate Methodist Church, Alexandria, Virginia

In a large, sunny room in the Aldersgate Methodist Church in Alexandria, 3-4-5 year-olds gather around a flour-streaked table, molding cookies. In another corner, two children work with paints and easel. At the far end of the room three blond girls set up a miniature grocery store and meticulously count out change for the items they sell.

This scene, at Aldersgate Church is repeated, with many variations, throughout the Washington area every day as hundreds of children gather in churches and other meeting places for a half-day session in nursery school.

The curriculum may include arts and crafts, story-telling, indoor and outdoor exercise and field trips. An effort is made to coordinate

activities. For example, the cooking-baking session is followed by a class visit to a bakery.

The nursery school business has boomed in recent years. There are more than 90 pre-schools in the Maryland suburbs and more than 75 in Northern Virginia.

Early Learning Center, Stanford, Connecticut

Every individual learns best through his own personal experiences. They believe in the right of every individual to be free to experience the world around him in his own way. At the Early Learning Center, they have created a rich environment in which each child is free to direct his own activity and to work with the materials and other people in ways he feels best fulfill his needs. This does not mean that the children are not learning many of the same things; it means that the same concepts and substantive data may be learned by different children at different times and in an unlimited number of ways. There is no requirements to prove the mastery of any particular subject matter; success is measured by a child's ability to draw upon his knowledge and make use of his skills as the need arises.

At the Early Learning Center, each child is free to do as he chooses. This freedom is restricted only to the extent that he is not granted license to interfere with the rights and freedom of the other people in the environment.

The entrance to the school is particularly noteworthy in the way the structure and materials of the building are emphasized simply by not covering them up. Note the same level: a deliberate attempt to bring the outside and inside together. This feature operates more prominently when one is inside the school: the large windows, combined with the placing of the floor at ground level, seem to make the outdoors and indoors continuations one of the other, and not two separate and antithetical settings.

The "forum" area is a large, rectangular sunken area that is used for large meetings...when the teacher has something she wants to show to all the children at once, or for meetings at the end of the school day. A feature which insures that each child can easily see what the teacher is doing. The children sit around the two edges (two levels, three sides each), of the forum. The fourth side is flush with a free standing vertical panel, part of which is a one way window, are pictures and bulletin boards, hung especially at the children's height. This is but one indication of several--to the children, and through the building and furnishings--that the school is designed for them. It shows the children--right from the moment they enter the building--that they are respected. The furniture is scaled for small people--but it is not "miniature" or "imitation" adult furniture.

A boy may be working on building project on a floor, that is

carpeted, and used as a work-play-teaching surface. Behind the curtains are the teachers' desks, bookshelves, and other resources. This boy may have been working alone for a long while and that luxury is permitted and encouraged, both by the teaching philosophy of a Montessori school, and the spatial arrangement of this one.

The central bay of the school, illustrates the wooden construction that hangs from the center of the ceiling, and serves as a focal point for the room. Made of thin strips of wood, painted yellow on one side, the globe is cleverly designed to be both attractive and interesting--not unlike many other Montessori toys, it is an illustration of mathematical principles, to which the children can refer back to--in this case, when they come to understand circles, spheres, angles, and arcs. Also, the exposed roof beams and the incandesant lights, are located on sliding tracks for easy change of lighting. The low shelves serve to divide the space into distinct areas. By their very height, they encourage use of the floor as a learning area.

One wing of the school is not carpeted and is used for "practical life" activities, such as shoe polishing, cooking, and for messy activities like painting, clay work, and cut paper. In the background, there are two large plants, which the children take care of. The cement square, outside, with stones in it serves as a well for rain water where the water spout extends about a foot past the roof of the school, and the water falls straight down in front of the window.

The picture on the wall is hung at a level that makes viewing it easy and comfortable for a child. The play area outdoors (visible through the windows) is filled with rocks and trees, and other natural shapes . . . lots of hills and gullies. Also, some of the earth dug up during the building of the school deliberately remains as climbing hills.

The small reading area is complete with posters, books, a comfortable rocking chair, plants and rug. The low table divides the area from the rest of the room; yet the child can still easily see those around him and not feel isolated.

This climbing wall/play house is of the texture of pastboard, but stronger because it can support the childrens' weight. This is the only place in the school where the children can write on the walls and they do, as the slide shows. The rest of the school is without a mark.

Early Childhood Education Laboratory Building, Hampton Institute, Virginia

Hampton Institute has had a Department of Early Childhood Education for many years. The colleges is in a leadership position in this area of education. The graduate of the program have been offered employment opportunities throughout the United States, and they have compiled outstanding records.

The architect was informed that the building unit must be oriented

toward a creative teaching program and that the classrooms should be constructed in such a manner that the cadet teachers will have a teaching experience within the classroom and can observe outside of the classroom without disturbing the classroom activities. This type of observation is important in the in-service training program.

Since this educational program encompasses a leadership position, the building unit includes the latest mechanical audio and visual techniques to enrich the teaching program. The building is oriented toward the future in keeping with the traditional leadership role of the early childhood education concept.

The building will take care of the children's physical, psychological, and sociological requirements as related to the teaching program. The teachers are provided with flexibility in their classrooms to take advantage of the teaching aids and equipment under different conditions.

The building is circular in design, which provides the maximum space utilization in a minimum area. This design enhances the educational potentials of utilizing television as a teaching technique. The implementation of television programming does not interfere with either the observer or the classroom program. While the future teachers are observing classroom procedures of a master teacher through the one-way glass, other interested people may utilize the TV balcony for observation. Each classroom has its own access to the

outside play areas. The corridor gives the children easy access to their classrooms. In the center of the building is an all-purpose area for exhibits, assemblies, meeting room for parents, and where the students may observe the closed-circuit television in large groups under the supervision of their professors. Parents have easy access to teachers and the administrator. The dining area also serves a secondary purpose, which is a connecting unit between the non-graded elementary laboratory school and the early childhood unit.

The site adjoins an existing elementary school teaching facility, and the new circular building terminates one end of the long axis in the campus expansion.

A circular plan with a dome roof proved to be the most functional. The rise in the dome gives added height where needed for the TV camera balcony and central assembly area. A low divider wall of brick around the assembly area is for poster type exhibits (to be hung on an insert system) on both sides. The top of the wall is for three-dimensional displays.

Sound control between areas is accomplished by locating storage, lavatories and coat rooms along dividing walls and on the perimeter of the assembly area. Ample storage is distributed throughout and each classroom has its own provision for cots and toys.

Parent-Child Educational Centers

A Parent-Child Educational Center for Litchfield Park, Arizona is a coordinating activity to serve both parents and children from infancy through seven years. It will be carried on through the joint initiative and involvement of parents and professional staff.

The development of these earliest years, and the concerns of parents with that development, cannot be ignored if the school is to initiate and advance the idea that living for every child should be a continuous process of integrated experience, development and learning, fitted to him as the unique individual he is.

It is natural and necessary to have a Center location where parents and young children come and go and where the structured and sequentially developed school learnings can be in process for different children as they become ready for them. Such a Center should be centrally located in each neighborhood. Such a location is significant because it makes it easier for the school to extend its many resources and interests in all a child's learning outward to the homes where learnings have their beginnings and where they go on continuously.

The nature of the center which has been defined as an activity must be related to the physical facilities to house it as illustrated in the building to house the activity. Consistent with the fact that it serves parents and children through the services of a professional staff,

spaces have been developed for the foundations that are programmed for the Center.

This is the period of early childhood with the children moving on to the middle years of their development about the end of their seventh year. This indeterminate point accounts for the "thereabouts" in defining the probable time of a child's going on the next unit of the public school. It is an individual matter.

Generally speaking infants and the very young children are likely to be at the Center location with a parent and for the same length of time the parent is there, though as plans are worked out there may be some modification of this.

Progress in the learning of each child will be assessed individually and comparisons will be with each child's own accomplishments rather than with that of another. This raises concern whether a child who will have to meet competition sometime should not early become accustomed to it.

Tot's Playground Afforded by Old Auditors' Building

You could have walked past the corner of 14th and Independence, in Washington, D. C., the other morning, seen the old red brick Auditor's building and maybe, just maybe, noticed a low brown fence. You would not have had any way of knowing that the low fence walls in a patch of grass that is now used as a children's playground.

The playground is small, but so are the children who use it. They range in age from two years and six months up to five years old.

This center is funded by the Manpower Administration of the Department of Labor and administered by the National Capital Area Child Day Care Association, opened October 15, 1969. It serves 30 youngsters whose parents work for the Department of Labor.

Someday the center will serve 60. With this idea in mind, it has been equipped inside with neat rows of lockers in the hall, neat rows of blue plastic cots for naps and a neat fleet of blue tricycles parked against the playground fence.

There are two half grown ducklings that do not want to be patted in a box in one corner and a cheeky white rabit with pink eyes gnawing a carrot. Some fish swim around an aquarium and potato plants sprout on a table.

If you walk into another room you may meet a little boy, smeared with finger paint from head to toe, who is being steered in the direction of the large cleanup fountain in the hall. Or you might catch the tail end of a Little Madeline story being read to an attentive group of children seated on the floor.

The playground, located near the busy Washington streets is equipped with a rope ladder for climbing, a single rope for swinging,

two plastic pools, a jungle gym and a see saw.

The sandboxes are still a standard part of childhood and still built with triangular seats in all four corners.

The Director of the Women's Bureau, Department of Labor, reminded visitors that this is the first such day care center established by the government. "Its' better to start with youngsters when they can still be given preventative attention instead of waiting until they need remedial attention," she said.

American Child Centers, Inc.

American Child Centers was conceived through recognition of a need and an opportunity--a need to fill a long-neglected gap in the care and development of young children and an opportunity for the private sector to make a worthwhile contribution toward solving a growing social problem.

The concept of American Child Centers is to apply sound business principles to advanced child care principles in building and maintaining a national program of child development and day care for young children. The founders of American Child Centers are convinced that enlightened private enterprise, motivated by the dual incentive of profit and concern for the future of the nation, can provide the method of meeting the need for preschool learning experiences and day care for massive numbers of young children.

The learning and living experiences of the children enrolled in American Child Centers will take place within and around a building designed to provide facilities for a program of learning and play. Inside the building, and on the playground outside, care has been taken to provide for the comfort, safety, and health of every child.

The building was designed especially as a child development center. Floors are carpeted. Strict standards have been set for sanitation and health. The building, inside and out, has been designed to be esthetically pleasing to the child, as well as to provide appropriate learning environment. The equipment used in learning and play experiences was designed by early childhood authorities as the way of adding an extra measure of joy to learning, play, and physical development.

Because American Child Centers will be leasing units nationwide, it was deemed necessary to design the prototype structure so as to present a recognizable and memorable image to the public. Because the program to be carried out in the American Child Centers is to be a dynamic and ongoing program, it was deemed necessary to make the facility as flexible as possible. The utilization of a team or cooperative approach to group individual instruction indicated a totally changeable environment for the spaces needed. Also projected was a space where the total number of children could be gathered into one space such as

a little theater or children's drama pit.

Emphasis was placed on providing a space where teachers and employees could meet and organize learning experiences for the children, as well as a space for studying the learning areas and children without being seen. Requirements for such a space would involve view, privacy, acoustics and accessibility. Also seen was a need for a space where prospective franchisees could view the total area without disrupting the educational program and because of this, it was deemed necessary that these space needs be combined into one area.

An important requirement was that all furniture and equipment, including toilets, sinks, were designed for the children who would use them.

Because the building itself was to be designed as a learning tool, it was necessary to provide spatial variety, high and low places, big and little spaces, light and dark areas, and open and confined spaces. Also included should be supergraphics, bright colors, interesting forms, various surfaces and textures in order to make the building itself an environment that stimulates interest and sensitivity to external stimuli.

The concept of interest areas was presented by the American Child Centers as the way of affecting space divisions. Areas such as art, music, drama, blocks, toys, languages, physical science,

etc. were essential parts of the program and because of the desired flexibility, these areas could be expanded or contracted at will. Also presented was a need for a degree of visual privacy for interest areas but teacher privacy was not as important as the need for a flexible facility.

A need was presented in all areas so that various media equipment could be used. In addition to a large media area, surfaces are provided throughout the building for showing slides, films, and other audio-video materials. The areas are designed so that closed-circuit cameras, strategically located, can project the complete center on a closed-circuit television system.

An area is provided for isolating a child or children when necessary. This area may also be used as a conference room by staff and/or parents. The isolation area is viewable from the teaching area by the teachers and staff but not by the children.

The staff insisted the outdoor area be more than a cluttered lot of commerical and dangerous play machines. The outdoor area includes a covered play shelter for inclement weather, many types and varities of trees and shrubs, an open area for balls, hoops, boxes, and books, multi-level sand boxes, climbing bars, tunnels, bridges, hills, valley, multi-level tree house, and a paved cycle/wagon/walk path. All teaching spaces open directly to the outdoor play area. The

outdoor play area is sculptured in abstract form, permitting the child's imagination to supply the details. This allows the play area to be used as a backdrop for games, activities, and drama events.

The School in the Market Place

The School in the Market Place is located in The Landmark Shopping Center, Alexandria, Virginia and is sponsored by Market Place Ministries. It is a multi-denominational school with a mixed enrollment of between 120 and 130 four- and five-year olds. This is a private day school--five days a week. It was founded to fit the needs of Bobby and his parents. In addition, Market Place Ministries also provides Shoppers' Hourly Care, a service for mothers of young children--9:30 to 9:30, six days per week.

Meet John--a child of the 1970's. He lives in a high-rise apartment and knows all about TV and stereo, air conditioning and frost-free refrigerators. The world he sees is very different from that which his parents knew as children. John does not bicycle down a quiet Main Street to visit the corner drug store. No church spire soars above the shade trees on his horizon. Instead, the view from the apartment is vast, exciting, and often confused. One of the most familiar regions within his young orbit is the market place--the shopping center with its long rows of enticing windows, its carpeted interiors, its glittering lights and rich smells. Here John feels quite at home.

And here, finally, the market place can reach out and welcome John, can treat him as an individual, a small person of great value--a child of God.

The School in the Market Place, is geared to the world that faces John in the 1970's. It is designed to bring confused experiences into focus, to make order and sense out of the view from the high-rise apartment. John's day begins at eight o'clock, when his mother takes him to school on the way to her job in the market place. They hurry along the mall, now nearly emply of people, and she leaves him at his classroom. Here in this enclave, surrounded by familiar displays of merchandise yet completely insulated from them, John steps off on the absorbing road to learning. He is early for school, so he starts or joins a play group, working perhaps on a picture puzzle. He is one of fifteen children in the care of two teachers--people he will remeber all his life. Each activity, each "acting out" teaches a little of the rights of others, the parts that others play in an ordered world. The children discover these lessons themselves. The teachers are carefully selected and trained to guide, plant ideas, and cultivate their growth.

Lunch means little trays of food such as you would see on an airliner. These are carefully served by the teachers with helpings adjusted to individual appetites. Thus the hungry are not underfed,

nor the "picky" overwhelmed. The meals are handed out in the classroom. Heads are bowed for a moment before mouths are filled. After lunch, John and his classmates help open the cots and make them up with sheets and blankets. Nap time lasts one to one and a half hours. As soon as each child is ready to get up, be begins his playtime, first out on the playground, then in the auditorium, which does double duty as a "Theatre-in the Square" for the adults. There are play periods, when John's class has a turn on the playground, and young muscles get full opportunity to work and grow. Even here the learning process is carried out. John finds he must take his turn at the crawl-throughs, and jungle gym, he learns he must be tolerant of others who are not as quick and adept as he.

BUILDING FOR CAREER EDUCATION

April 19, 1972 - Knoxville, Tennessee

8:00 - 9:00 A.M.	Registration and Coffee (Shiloh Room of the Student Center - Pick up your name tags and meet your friends)
9:00 - 9:15 A.M.	Introductions Mr. Louis G. Scott School Planning Laboratory The University of Tennessee Welcome Dr. James D. McComas Dean, College of Education The University of Tennessee
9:15 - 10:00 A.M.	Introduction of Speaker Mr. Raymond M. Etheridge School Planning Laboratory The University of Tennessee An Overview of Career Education Dr. Garry R. Bice, Director Tennessee Research Coordinating Unit for Vocational Education Film: Career Education President Richard M. Nixon and Dr. Sidney P. Marland, Jr. U. S. Commissioner of Education
10:00 - 10:30 A.M.	Refreshment Break
10:30 - 11:30 A.M.	Introduction of Speaker Mr. Arthur T. Dexter School Planning Laboratory The University of Tennessee

Facilities for Early Childhood Education --
Beginnings of Career Education
Dr. Charles E. Trotter, Jr., Director
School Planning Laboratory
The University of Tennessee

Misses Lynne Raphael and
Lenoir Rubin
Shady Lane School
Pittsburg, Pennsylvania

11:45 - 1:00 P.M. Lunch (Crest Room)

Introduction of Luncheon Speaker
Dr. Charles E. Trotter, Jr.
School Planning Laboratory
The University of Tennessee

Career Education in the University
Dr. Archie R. Dykes, Chancellor
The University of Tennessee
Knoxville, Tennessee

1:30 - 2:30 P.M. Introduction of Speaker
Mr. John Beals
School Planning Laboratory
The University of Tennessee

Facilities for Vocational Education
Dr. Ellis Hanson
Educational Consultant
Ellerbe Associates
St. Paul, Minnesota

2:30 - 3:30 P.M. Introduction of Speaker
Mr. Sammy B. Cornwell
Supervisor of School Plant
Tennessee State Department of Education

Learning for Living -- Continuing Education
Mr. Hugh T. McDade
Director, Public Relations
Aluminum Company of America
Alcoa, Tennessee

3:30 P.M.	Introduction of Speaker Mr. Louis G. Scott School Planning Laboratory The University of Tennessee
	Where Do We Go From Here Mr. E. N. Aslinger Superintendent Knoxville City Schools

BUILDING FOR CAREER EDUCATION

April 20, 1972 - Jackson, Tennessee

8:00 - 9:00 A.M.	Registration and Coffee (Lobby of the Holiday Inn, I-40 and 45 Bypass, Jackson, Tennessee. Pick up your name tags and meet your friends.)
9:00 - 9:15 A.M.	Introductions Mr. Frank E. Irwin Coordinator of School Plant Pupil Transportation and Special Services Tennessee State Department of Education Welcome Mr. Fred V. Standley Superintendent Jackson City Schools Mr. James L. Walker Superintendent Madison County Schools
9:15 - 10:15 A.M.	Introduction of Speaker Mr. Arthur O. Coetzee School Planning Laboratory The University of Tennessee An Overview of Career Education Dr. Garry R. Bice, Director Tennessee Research Coordinating Unit for Vocational Education Film: Career Education President Richard M. Nixon and Dr. Sidney P. Marland, Jr. U. S. Commissioner of Education
10:15 - 10:30 A.M.	Refreshment Break

10:30 - 11:30 A.M.	Introduction of Speaker Dr. Nile O. McCrary Coordinator of School Plant, Tennessee State Department of Education
	Facilities for Early Childhood Education -- Beginnings of Career Education Dr. Charles E. Trotter, Jr., Director School Planning Laboratory The University of Tennessee
	Misses Lynne Raphael and Lenoir Rubin Shady Lane School Pittsburg, Pennsylvania
11:45 - 1:00 P.M.	Lunch
	Introduction of Luncheon Speaker Dr. Charles E. Trotter, Jr. School Planning Laboratory The University of Tennessee
	Relating Education to New Environments Dr. Harold Gores, President Educational Facilities Laboratories, Inc.
1:30 - 2:30 P.M.	Introduction of Speaker Mr. Sammy B. Cornwell Supervisor of School Plant Tennessee State Department of Education
	Vocational Education Facilities Dr. Ellis Hanson Educational Consultant Ellerbe Associates St. Paul, Minnesota
2:30 - 3:30 P.M.	Introduction of Speaker Mr. James W. Robertson Supervisor of School Plant Tennessee State Department of Education

Learning for Living -- Continuing Education
Mr. Hugh McDade
Director, Public Relations
Aluminum Company of America
Alcoa, Tennessee

3:30 P.M. Introduction of Speaker
Mr. Frank E. Irwin
Coordinator of School Plant,
Pupil Transportation and Special
Service
Tennessee State Department of
Education

Where Do We Go From Here
Mr. Felix Oswalt
Assistant Superintendent
Memphis City Schools

BUILDING FOR CAREER EDUCATION

April 21, 1972 - Murfreesboro, Tennessee

8:00 - 9:00 A.M.	Registration and Coffee (Lobby of the University Center, Middle Tennessee State University. Pick up your name tags and meet your friends.)
9:00 - 9:15 A.M.	Introductions Dr. Nile O. McCrary Coordinator of School Plant Tennessee State Department of Education Welcome Dr. M. G. Scarlett, President Middle Tennessee State University Mr. Clifford P. Brothers, Jr. Superintendent Rutherford County Schools
9:15 - 10:15 A.M.	Introduction of Speaker Mr. Arthur T. Dexter School Planning Laboratory The University of Tennessee An Overview of Career Education Dr. Garry R. Bice, Director Tennessee Research Coordinating Unit for Vocational Education Film: Career Education President Richard M. Nixon and Dr. Sidney P. Marland, Jr. U. S. Commisioner of Education
10:15 - 10:30 A.M.	Refreshment Break

10:30 - 11:30 A.M.	Introduction of Speaker Mr. Felix H. Smallwood Director of School Plant Tennessee State Department of Education
	Facilities for Early Childhood Education Dr. Charles E. Trotter, Jr., Director School Planning Laboratory The University of Tennessee
	Misses Lynne Raphael and Lenoir Rubin Shady Lane School Pittsburg, Pennsylvania
11:45 - 1:00 P.M.	Lunch
	Introduction of Luncheon Speaker Dr. Nile O. McCrary Coordinator of School Plant Tennessee State Department of Education
	Career Education in Tennessee Commissioner E. C. Stimbert Tennessee State Department of Education
1:30 - 2:30 P.M.	Introduction of Speaker Mr. James L. Crockarell School Planning Laboratory The University of Tennessee
	Vocational Education Facilities Dr. Ellis Hanson Educational Consultant Ellerbe Associates St. Paul, Minnesota
2:30 - 3:30 P.M.	Introduction of Speaker Mr. Sammy B. Cornwell Supervisor of School Plant Tennessee State Department of Education

Learning for Living -- Continuing Education
Mr. Hugh T. McDade
Public Relations
Alcoa Aluminum Company
Alcoa, Tennessee

3:30 P.M.

Introduction of Speaker
Dr. Nile O. McCrary
Coordinator of School Plant
Tennessee State Department of
Education

Where Do We Go From Here
Mr. Baxter E. Hobgood
Superintendent
Murfreesboro City Schools